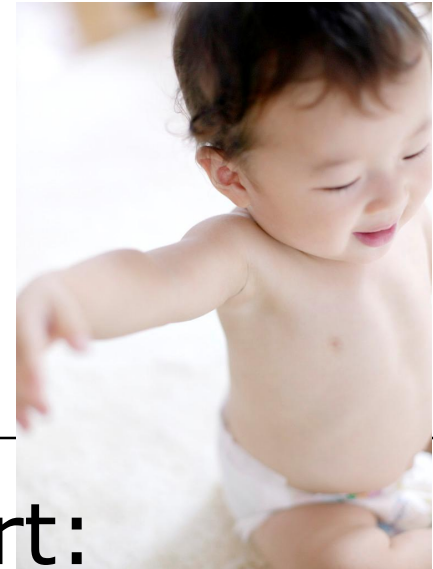




For Parents Only!



Special Education Support: Transitioning from Part C to Part B Services

**Office of the State Superintendent of Education
Department of Special Education
Training and Technical Assistance**

Facilitators:

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Session Outcomes

- This session will assist parents of Part C Children with understanding the transition process from Part C to Part B and the services and supports available to assist in the transition process.



Agenda

- Greetings and introductions
- Special Education Lottery
- Eligibility for Part C Services
- Five Steps to a Smooth Transition Process
- Activity Two: Transition Timeline Activity



Activity One: Special Education Trivia



Individuals with Disabilities Education Act (IDEA) - Populations Served

- Part C: infants & toddlers-ages birth through 2
- Part B (specifically preschool special education: ages 3 to 5)



Part C Eligibility Criteria

- A. Children with a developmental delay
- 1) Functioning at least 50% below chronological or adjusted age* in one or more areas:
 - a. cognitive development
 - b. physical development (including fine motor, gross motor, vision & hearing)
 - c. communication development- receptive and expressive
 - d. social or emotional development
 - e. adaptive development



Part C Eligibility Criteria (continued)

- B. Children who have a diagnosed physical or mental condition that has a high probability of resulting in a developmental delay.
- C. Informed clinical opinion



Part C Transition Requirements

The IFSP (beginning with initial) must include a transition component throughout the child and family's participation in Part C, including steps to support the transition of the child if age 2.6 or by 2.9:

- Other services available
- Preschool services under Part B



Part C Transition

Transition planning is individualized for each family.

The IFSP team ensures that transition plans include steps related to identification of possible future placement(s) and strategies for successful transition.

The service coordinator is responsible for helping the family locate and access other services as appropriate.

Parent Tip

Other services might include child care settings, local recreation department programs, community-based play groups, private therapy services, etc.



Part C Requirements: Early Childhood Transition Process

Steps developed jointly by the family, Part C personnel, community preschool representatives, and/or Part B personnel (when appropriate) must include:

1) After the child turns two years old, planning for transitions should begin.

- The DC EIP service coordinator must convene an IFSP meeting with the parent to develop and document steps to be taken to support the transition of the child to preschool services under Part B or other services that may be available and deemed appropriate.
- Discussions with & training of parents regarding future placement(s).



Early Childhood Transition Process

2) Transition Conference. With the parent's approval the DC EIP service coordinator and LEA participate in a transition conference with the family not more than 9 months and not less than 90 days before the child turns three years of age.

- DC EIP obtains parental approval to hold a transition conference with the LEA
- DC EIP obtain parental consent for release of information about the child to the LEA to ensure continuity of services
- Notify the LEA for the area in which the child resides; and invite the LEA's Part B transition coordinator to participate in the transition conference.



Early Childhood Transition Process

3) Eligibility Determination for Part B Services.

- Each LEA must complete an initial evaluation before determining that a child has a disability.
- With parental consent, the transfer of child-specific information to the local educational agency (LEA) to ensure continuity of services, including evaluation and assessment information, and copies of IFSP that have been developed and implemented.
- The LEA must follow the policies and procedures outlined in the evaluation and reevaluation policy
- Determine if additional assessments are needed to determine eligibility.



Early Childhood Transition Process

4) Initial IEP Meeting.

- After determining the child's eligibility, each LEA must schedule with the parent an initial IEP meeting to develop an appropriate IEP.
- With the parent's consent the DC EIP service coordinator may participate in this meeting. The LEA must send a letter of invitation to the DC EIP service coordinator or other representatives of the Part C system to assist with the smooth transition of services.



Early Childhood Transition Process

5) Implementation of the IEP.

- The IEP must be developed and available to provide the child free appropriate public education beginning no later than the child's third birthday.
- Regardless of when the child's third birthday occurs the team must determine when services begins under the IEP and establish if the child qualifies for extended school year services.



Transition Planning Steps IFSP

Page 7 of the 09/10 IFSP form

- Contains prompts for transition steps
- Provides a mechanism to document transition planning and implementation
- Provides a place to document:
 - Plan to send notification information to LEA (unless family disagrees)
 - Plan to convene a transition conference (with parent approval)



Requirements: Child Progress Measures

- Determination of the child's functional status on the three OSEP indicators must be done when the child exits Part C (if the child has been in the Part C System for 6 months or longer)
- Determination must be done by Part B upon entry to the Part B system
- Part B can use Part C's exit data for Part B entry data and vice versa

Parent Tips:

If you don't already have a notebook for record keeping of documents you've received at meetings...the Eligibility Meeting is a good time to start one!



Activity Two: Transition Timeline



Transition Planning Conference

- ✓ Parental approval is required
- ✓ Timeline: at least 90 days and up to 9 months before the child's 3rd birthday or before the child is eligible for preschool services (age 2 on or before September 30th).
- ✓ Attendees: Family, Part C, Part B and anyone else the family would like to have attend
- ✓ For children not eligible for Part B, reasonable efforts are made to convene a conference with the family and providers of other appropriate services for children.



Transition Planning Conference: Purpose

- 1) Discuss appropriate services the child may receive
- 2) Review the child's program options
- 3) Establish and implement a transition plan



Part B Transition Requirements

Transition to Part B refers to steps identified at the transition planning conference to be taken to support the transition of the child to the local school systems early childhood special education program to the extent appropriate.



Part B Transition Requirements

(continued)

Children in Part C who will participate in preschool programs under Part B shall be offered a smooth and effective transition to the preschool programs in a manner consistent with District of Columbia Part C and B policies & procedures.

The LEAs will participate in the transition planning conferences when notified by the designated local Part C agency.



Part B: The Regulations

- **Referral for Evaluation to Special Ed. Administrator or Designee**
- **IEP Team Meeting**
- **Evaluation**
- **Eligibility Determined**

Parent Tips:

If you have started a notebook for your child's documents, it's time to add a divider and start a section for Transition.



Part B: The Regulations (continued)

The LEA shall develop an IEP for those preschool-aged children with a disability, *found eligible for special education services*, age 2.9 through age 5 whose parents elect to receive services under Part B of IDEA.

IEP is developed within 30 calendar days of the date of the initial determination of eligibility.



Part B: The Regulations (continued)

IEP implementation

- As soon as possible following an IEP meeting
- Beginning of the school year
- By the 3rd birthday

IEP Review at least annually, can be done more often



IEP Meeting Parent Tips

- At the IEP meeting, bring your own ideas for goals and objectives.
 - Take the IEP home with you to look over for a day or two before you sign it. Share it with those who know your child best.
 - Describe your child as a whole child at an IEP meeting. Tell personal achievements, but remember to acknowledge strengths and weaknesses...if they're not accounted for – they can't be addressed!
 - Bring a photo of your child to IEP meetings to make it more personal...or bring your child.
 - Bring a binder with your records.
- Read the evaluations before the meeting. It's difficult to study it when the team is together. It also gives you a chance to think about IEP goals to bring to the table.



Part B Eligibility Criteria

Children must be found eligible under one or more of the 13 disability categories:

- Autism
- Deaf-blindness
- Emotional disturbance
- Hearing impairment/deaf
- Learning disabilities
- Mental retardation
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Speech or language impairment
- Traumatic brain injury
- Visual impairment
- Developmental Delay



Part B Related Services

- Counseling
- Early identification & assessment
- Interpreting & transliterating
- Medical services required for diagnostic & evaluation purposes
- Orientation & mobility
- Other programs determined necessary for child w/disability to benefit from special education
- Physical & occupational therapy
- Psychological services
- School health services
- Social work services
- Speech language-pathology and audiology services
- Transportation



Part B Related Services (cont.)

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (e.g. artistic & cultural programs, art, music, or dance therapy) if they are required for a child with a disability to access the general education curriculum.



Roles & Responsibilities

Parents:

You have an important role and responsibility in this process. You know your child better than anyone. You are the one who will provide the continuity throughout your child's education.

Service Coordinator:

- Talk about transition with the family & other service providers at the initial IFSP and all future IFSP meetings.
- Send notification information to LEA unless parent disagrees.
- Help parents think about skills their child will need once s/he leaves EI.

Preschool/Child Find Staff:

- Participate in EI Transition planning conference
- Take referral from Part C
- Contact families to obtain permission to evaluate or set up child study team meeting.



Roles & Responsibilities (Cont.)

Service Coordinator:

- Provide parents with options following EI.
- Convene (or make reasonable efforts to) a transition planning conference.
- Make referrals as appropriate.
- Participate in Part B eval/ meetings if invited by parent.

Preschool/Child Find Staff:

- Follow timelines.
- Explain Part B evaluation and eligibility process to family (procedures and safeguards)
- Participate in child study, evaluation, eligibility, IEP development and review as appropriate.
- Notify Part C of IEP meetings, with parent permission



Activities To Help Make the Move Smoother

- Transition days with Early Interventions and LEA personnel, parent, teacher, provider panels
- Linking with families who have been through the move
- Become involved in your child's school division through the PTA or Parent Organizations
- Become involved with the Interagency Coordinating Council and/or the State Advisory Panel on Special Education



Questions and Answers



Other Organizations

- District of Columbia Public Schools
Early Stages Program
1125 New Jersey Avenue, NW
Washington, DC 20001
Phone: 202-698-8037



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